



**History and Social Science  
Standards of Learning  
Sample Scope  
and Sequence**

# **Virginia Studies**

Commonwealth of Virginia  
Department of Education  
Richmond, Virginia  
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# Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

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# Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

## Preface

As an additional resource to help school divisions develop curricula aligned to the 1995 Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, science, and history and social science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential knowledge, skills, and processes that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides or Curriculum Frameworks may be introduced to students in a logical sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

# Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

## Introduction

The standards for Virginia Studies allow students to develop a greater understanding of Virginia's rich history, from the early settlements of American Indian language groups and the founding of Jamestown to the present. Geographic, economic, and civic concepts are presented within this historic context. Students will develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in our history, and understand the contributions made by people of diverse cultural and ethnic backgrounds. Students will use geographic tools to examine the influence of physical and cultural geography on Virginia history. Ideas that form the foundation for political institutions in Virginia and the United States also are included as part of the story of Virginia.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

This document is intended as a general guide to help teachers and schools frame a curriculum that incorporates the fundamentals of history and the social sciences for Virginia Studies that are included in the Virginia Standards of Learning. It is organized in chronological order to facilitate student understanding of the effect specific events in history had on each other. Some chronological overlap will occur as specific topics are examined separately to facilitate better comprehension of the causes and significant events of the topic. The individual styles, interests, and preparation of educators should be considered when implementing the curriculum. This document is simply a guide and should not be viewed as the only way to implement the curriculum.

## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

### Overview of the Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topics	Related Standards of Learning
Virginia: The Land and Its First Inhabitants	VS.1a, b, c, d, e, f, g, h, i; VS.2a, b, c, d, e
Colonization and Conflict: 1607 through the American Revolution	VS.1a, b, c, d, e, f, g, h, i; VS.3a, b, c, d, e, f, g; VS.4a, b, c, d; VS.5a, b, c
Political Growth and Western Expansion: 1781 to the Mid 1800s	VS.1a, b, c, d, e, f, g, h, i; VS.6a, b, c
Civil War and Post-War Eras	VS.1a, b, c, d, e, f, g, h, i; VS.7a, b; VS 8a, b, c
Virginia: 1900 to the Present	VS.1a, b, c, d, e, f, g, h, i; VS.9a, b, c; VS.10a, b, c

## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Virginia: The Land and Its First Inhabitants	Know that locations of places can be described in relative terms.	VS.2a	<ul style="list-style-type: none"> <li>Group discussions</li> <li>Portfolio assessments</li> <li>Project assessments</li> <li>Student reports</li> <li>Teacher observations</li> <li>Tests and quizzes</li> <li>Writing assignments</li> </ul>	<i>See page 43 for reference information.</i> <ul style="list-style-type: none"> <li>American Memory from the Library of Congress</li> <li>Ben's Guide to U.S. Government for Kids</li> <li>Center for Civic Education</li> <li>A Commonwealth of Knowledge</li> <li>History and Social Science Pavilion</li> <li>K-5 History and Social Sciences</li> <li>National Council for the Social Studies</li> <li>National Council on Economic Education</li> <li>National Geographic</li> </ul>
	Know that relative location may be described using terms that show connections between two places such as "next to," "near," "bordering."	VS.2a		
	Locate the bordering bodies of water of Virginia: <ul style="list-style-type: none"> <li>Atlantic Ocean</li> <li>Chesapeake Bay</li> </ul>	VS.2a		
	Locate the following states bordering Virginia: <ul style="list-style-type: none"> <li>Maryland</li> <li>West Virginia</li> <li>Kentucky</li> <li>Tennessee</li> <li>North Carolina</li> </ul>	VS.2a		
	Analyze and interpret maps to explain relationships among landforms and water features.	VS.1i		
	Recognize that geographic regions have distinctive characteristics.	VS.2b		
	Know that Virginia can be divided into five geographic regions.	VS.2b		
	Know the following term: <ul style="list-style-type: none"> <li>Fall Line: The natural border between the Coastal Plain (Tidewater) and Piedmont regions, where waterfalls prevent further travel on the river</li> </ul>	VS.2b		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Virginia: The Land and Its First Inhabitants (continued)	<p>Know and describe the five geographic regions using the following information as a guide:</p> <ul style="list-style-type: none"> <li>• Coastal Plain (Tidewater) <ul style="list-style-type: none"> <li>– Flat land</li> <li>– Location near Atlantic Ocean and Chesapeake Bay (includes Eastern Shore)</li> <li>– East of the Fall Line</li> </ul> </li> <li>• Piedmont (land at the foot of mountains) <ul style="list-style-type: none"> <li>– Rolling hills</li> <li>– West of the Fall Line</li> </ul> </li> <li>• Blue Ridge Mountains <ul style="list-style-type: none"> <li>– Old, rounded mountains</li> <li>– Part of Appalachian mountain system</li> <li>– Located between the Piedmont and Valley and Ridge regions</li> <li>– Source of many rivers</li> </ul> </li> <li>• Valley and Ridge <ul style="list-style-type: none"> <li>– Includes the Great Valley of Virginia and other valleys separated by ridges (The Blue Ridge Mountains and the Valley and Ridge Regions are part of the Appalachian mountain system.)</li> <li>– Located west of Blue Ridge Mountains</li> </ul> </li> <li>• Appalachian Plateau (Plateau: Area of elevated land that is flat on top) <ul style="list-style-type: none"> <li>– Located in Southwest Virginia</li> <li>– Only a small part of plateau located in Virginia</li> </ul> </li> </ul>	VS.2b		<p>Sample Resources (continued)</p> <ul style="list-style-type: none"> <li>• Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning</li> <li>• Virginia's Community of Learning</li> <li>• Virginia Council on Economic Education</li> <li>• Virginia Geographic Alliance</li> <li>• Virginia Historical Society</li> <li>• Virginia Pathways</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> </ul>

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Virginia: The Land and Its First Inhabitants (continued)	Identify water features that were important to the early history of Virginia.	VS.2c		
	Know that many early Virginia cities developed along the Fall Line, the natural border between the Tidewater and Piedmont regions where the land rises sharply and where the waterfalls prevent further travel on the river.	VS.2c		
	Recognize that rivers flow downhill to the sea.	VS.2c		
	Locate the four major rivers that flow into the Chesapeake Bay that are separated by peninsulas.	VS.2c		
	Identify that the Chesapeake Bay separates the Eastern Shore from the mainland of Virginia.	VS.2c		
	Know the terms: Peninsula: A piece of land bordered by water on three sides.	VS.2c		
	Identify the following water features important to the early history of Virginia: <ul style="list-style-type: none"> <li>• Atlantic Ocean <ul style="list-style-type: none"> <li>– Provided transportation links between Virginia and other places (e.g., Europe, Africa, Caribbean)</li> </ul> </li> <li>• Chesapeake Bay <ul style="list-style-type: none"> <li>– Provided a safe harbor</li> <li>– Was a source of food and transportation</li> </ul> </li> </ul>	VS.2c		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Virginia: The Land and Its First Inhabitants (continued)	<p>Important water features (continued)</p> <ul style="list-style-type: none"> <li>• James River <ul style="list-style-type: none"> <li>– Flows into the Chesapeake Bay</li> <li>– Richmond and Jamestown located along the James River</li> </ul> </li> <li>• York River <ul style="list-style-type: none"> <li>– Flows into the Chesapeake Bay</li> <li>– Yorktown located along the York River</li> </ul> </li> <li>• Potomac River <ul style="list-style-type: none"> <li>– Flows into the Chesapeake Bay</li> <li>– Alexandria located along the Potomac River</li> </ul> </li> <li>• Rappahannock River <ul style="list-style-type: none"> <li>– Flows into the Chesapeake Bay</li> <li>– Fredericksburg located on the Rappahannock River</li> </ul> </li> </ul>	VS.2c		
	Know that each river was a source of food and provided a pathway for exploration and settlement of Virginia.	VS.2c		
	Identify that the Eastern Shore is a peninsula bordered by the Chesapeake Bay to the west and the Atlantic Ocean to the east.	VS.2c		
	Determine cause and effect relationships.	VS.1b		
	Compare and contrast historical events.	VS.1c		
	Draw conclusions and make generalizations.	VS.1d		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Virginia: The Land and Its First Inhabitants (continued)	Analyze and interpret maps to explain relationships among landforms, water features, and historical events.	VS.1i		
	Know that American Indians (First Americans) were the first people who lived in Virginia.	VS.2d		
	Know that American Indians (First Americans) lived in all areas of the state.	VS.2d		
	Identify that there were three major language groups in Virginia.	VS.2d		
	Know that Christopher Columbus called the people he found in the lands he discovered “Indians” because he thought he was in the Indies (near China).	VS.2d		
	Know that artifacts such as arrowheads, pottery, and other tools that have been found tell a lot about the people who lived in Virginia.	VS.2d		
	Identify the following three major language groups: <ul style="list-style-type: none"> <li>Algonquian was spoken primarily in the Tidewater region; the Powhatans were a member of this group.</li> <li>Siouan was spoken primarily in the Piedmont region.</li> <li>Iroquoian was spoken in Southwestern Virginia and in Southern Virginia near what is today North Carolina; the Cherokee were a part of this group.</li> </ul>	VS.2d		
	Analyze and interpret maps.	VS.1i		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Virginia: The Land and Its First Inhabitants (continued)	Know that the climate in Virginia is relatively mild with distinct seasons—spring, summer, fall, and winter—resulting in a variety of vegetation.	VS.2e		
	Know that forests, which have a variety of trees, cover most of the land. Virginia’s Indians are referred to as Eastern Woodland Indians.	VS.2e		
	Describe how Virginia’s American Indians (First Americans) interacted with the climate and their environment to meet their basic needs.	VS.2e		
	Describe the American Indians (First Americans) adaptation to the environment. Explain how the kinds of food they ate, the clothing they wore, and the shelters they had depended upon the seasons. Use the following information as a guide: <ul style="list-style-type: none"> <li>Foods changed with the seasons. <ul style="list-style-type: none"> <li>In winter, they hunted birds and animals.</li> <li>In spring, they fished and picked berries.</li> <li>In summer, they grew crops (beans, corn, squash).</li> <li>In fall, they harvested crops.</li> </ul> </li> <li>Animal skins (deerskin) were used for clothing.</li> <li>Shelter was made from materials around them.</li> </ul>	VS.2e		
	Determine cause and effect relationships.	VS.1b		
	Draw conclusions and make generalizations.	VS.1d		
	Interpret ideas and events from different historical perspectives.	VS.1g		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Virginia: The Land and Its First Inhabitants (continued)	Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.	VS.1i		
Colonization and Conflict: 1607 through the American Revolution	Know that some European countries, including England, were in competition to increase their wealth and power by expanding their empires to America.	VS.3a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Portfolio assessments</li> <li>• Project assessments</li> <li>• Student reports</li> <li>• Teacher observations</li> <li>• Tests and quizzes</li> <li>• Writing assignments</li> </ul>	<i>See page 43 for reference information.</i> <ul style="list-style-type: none"> <li>• American Memory from the Library of Congress</li> <li>• Ben's Guide to U.S. Government for Kids</li> <li>• Center for Civic Education</li> <li>• A Commonwealth of Knowledge</li> <li>• History and Social Science Pavilion</li> <li>• K-5 History and Social Sciences</li> <li>• National Council for the Social Studies</li> <li>• National Council on Economic Education</li> </ul>
	Explain that the first permanent English settlement in America was Jamestown, founded in 1607 as an economic venture.	VS.3a		
	<p>Explain the following reasons for English colonization in America:  England wanted to establish an American colony to increase her wealth and power.</p> <ul style="list-style-type: none"> <li>• England hoped to find silver and gold in America.</li> <li>• An American settlement would furnish raw materials that could not be grown or obtained in England, while opening new markets for trade.</li> </ul>	VS.3a		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonization and Conflict: 1607 through the American Revolution (continued)	Know the following facts about Jamestown: <ul style="list-style-type: none"> <li>Jamestown was primarily an economic venture.</li> <li>The stockholders of the Virginia Company of London financed the settlement of Jamestown.</li> <li>Jamestown became the first permanent English settlement in North America in 1607.</li> </ul>	VS.3a		Sample Resources (continued) <ul style="list-style-type: none"> <li>National Geographic</li> <li>Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning</li> <li>Virginia's Community of Learning</li> <li>Virginia Council on Economic Education</li> <li>Virginia Geographic Alliance</li> <li>Virginia Historical Society</li> <li>Virginia Pathways</li> <li>1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>2001 History and Social Science Curriculum Framework</li> </ul>
	Compare and contrast historical events.	VS.1c		
	Draw conclusions and make generalizations.	VS.1d		
	Interpret ideas and events from different historical perspectives.	VS.1g		
	Analyze and interpret maps to explain historical events.	VS.1i		
	Describe how location and physical characteristics influenced the decision to settle at Jamestown.	VS.3b		
	Know that when the settlers arrived in 1607, Jamestown was located on a narrow peninsula bordered on three sides by the James River. Today, Jamestown is located on an island in the James River.	VS.3b		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonization and Conflict: 1607 through the American Revolution (continued)	<p>Explain the reasons for the selection of the Jamestown site. Use the following information as a guide:</p> <ul style="list-style-type: none"> <li>The location could be easily defended from attack by sea (Spanish).</li> <li>The water along the shore was deep enough for ships to dock.</li> <li>They believed they had a good supply of fresh water</li> </ul>	VS.3b		
	Determine cause and effect relationships.	VS.1b		
	Compare and contrast historical events.	VS.1c		
	Draw conclusions and make generalizations.	VS1d		
	Interpret ideas and events from different historical perspectives.	VS.1g		
	Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.	VS.1i		
	Understand that the King of England had the power to grant charters allowing settlement in North America.	VS.3c		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonization and Conflict: 1607 through the American Revolution (continued)	Identify the importance of the Virginia charters: <ul style="list-style-type: none"> <li>The King of England granted charters to the Virginia Company of London.</li> <li>The charters gave the Virginia Company the right to establish a settlement in North America.</li> <li>The first charter of the Virginia Company of London established companies to begin colonies in the New World.</li> <li>The charters extended English rights to the colonists.</li> </ul>	VS.3c		
	Identify and interpret artifacts and primary and secondary source documents to understand events in history.	VS.1a		
	Draw conclusions and make generalizations.	VS.1d		
	Make connections between past and present.	VS.1e		
	Sequence events in Virginia history.	VS.1f		
	Interpret ideas and events from different historical perspectives.	VS.1g		
	Know that as Jamestown grew, the system of government evolved.	VS.3d		
	Identify that Jamestown became a more diverse colony by 1620.	VS.3e		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonization and Conflict: 1607 through the American Revolution (continued)	Know that in 1619 the governor of Virginia called a meeting of the Virginia Assembly. The Assembly was a system of government that included two citizen representatives (called “burgesses”) from each of the divisions of Virginia, the governor’s council, and the governor. (At that time, only adult men were considered citizens.) By the 1640s, the burgesses became a separate legislative body, called the Virginia House of Burgesses.	VS.3d		
	Identify that the Virginia House of Burgesses was the first elected legislative body in America giving settlers the opportunity to control their own government.	VS.3d		
	Identify that the Virginia House of Burgesses became the General Assembly of Virginia, which continues to this day.	VS.3d		
	Identify and interpret artifacts and primary and secondary source documents to understand events in history.	VS.1a		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonization and Conflict: 1607 through the American Revolution (continued)	Draw conclusions and make generalizations.	VS.1d		
	Make connections between past and present.	VS.1e		
	Sequence events in Virginia history.	VS.1f		
	Know that the arrival of women in 1620 made it possible for the settlers to establish families and a more permanent settlement at Jamestown.	VS.3e		
	Know that Africans arrived in Jamestown against their will. It is believed that they arrived as baptized Christians and therefore were labeled indentured servants for a period of 5 to 7 years.	VS.3e		
	Identify that the arrival of Africans made it possible to expand the tobacco economy.	VS.3e		
	Compare and contrast historical events.	VS.1c		
	Draw conclusions and make generalizations.	VS.1d		
	Sequence events in Virginia history.	VS.1f		
	Interpret ideas and events from different historical perspectives.	VS.1g		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonization and Conflict: 1607 through the American Revolution (continued)	Know that the English colonists found life in Jamestown harder than they had expected.	VS.3f		
	Describe the hardships faced by the settlers using the following information as a guide: <ul style="list-style-type: none"> <li>The site they chose to live on was marshy and lacked safe drinking water.</li> <li>The settlers lacked some skills necessary to provide for themselves.</li> <li>Many settlers died of starvation and disease.</li> </ul>	VS.3f		
	Describe how the arrival of two supply ships, the forced work program and strong leadership of Captain John Smith, and the emphasis on self-sustaining agriculture ensured survival of the colony.	VS.3f		
	Determine cause and effect relationships.	VS.1b		
	Compare and contrast historical events.	VS.1c		
	Draw conclusions and make generalizations.	VS.1d		
	Sequence events in Virginia history.	VS.1f		
	Interpret ideas and events from different historical perspectives.	VS.1g		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonization and Conflict: 1607 through the American Revolution (continued)	Know that the Powhatan people and the English settlers at Jamestown established trading relationships and for a while had positive interactions.	VS.3g		
	Recognize that Captain John Smith initiated trading relationships with the Powhatans.	VS.3g		
	Describe how the Powhatans traded food, furs, and leather with the English in exchange for tools, pots, guns, and other goods.	VS.3g		
	Describe how the Powhatan people contributed to the survival of the Jamestown settlers in several ways using the following information as a guide: <ul style="list-style-type: none"> <li>Pocahontas, daughter of Chief Powhatan, believed the English and American Indians (First Americans) could live in harmony.</li> <li>Pocahontas began a friendship with the colonists that helped them survive.</li> <li>The Powhatans introduced new crops to the English, including corn and tobacco.</li> </ul>	VS.3g		
	Understand that the Powhatan people realized the English settlement would continue to grow. The Powhatans saw the colonists as invaders that would take over their land.	VS.3g		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonization and Conflict: 1607 through the American Revolution (continued)	Compare and contrast historical events.	VS.1c		
	Draw conclusions and make generalizations.	VS.1d		
	Sequence events in Virginia history.	VS.1f		
	Interpret ideas and events from different historical perspectives.	VS.1g		
	Know that the success of tobacco as a cash crop transformed life in the Virginia colony and encouraged slavery.	VS.4a		
	Know the term: Cash crop: A crop that is grown to sell for money rather than for use by the growers	VS.4a		
	Explain that the economy of the Virginia colony depended on agriculture as a primary source of wealth.	VS.4a		
	Explain that tobacco became the most profitable agricultural product. Tobacco was sold in England as a cash crop.	VS.4a		
	Explain how the successful planting of tobacco depended on a reliable and inexpensive source of labor. <ul style="list-style-type: none"> <li>Large numbers of Africans were brought to the colony against their will to work as slaves on the plantations.</li> <li>The Virginia colony became dependent on slave labor, and the dependence lasted a long time.</li> </ul>	VS.4a		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonization and Conflict: 1607 through the American Revolution (continued)	Determine cause and effect relationships.	VS.1b		
	Draw conclusions and make generalizations.	VS.1d		
	Make connections between past and present.	VS.1e		
	Sequence events in Virginia history.	VS.1f		
	Describe how cultural landscapes reflect beliefs, customs, and architecture of people living in those areas.	VS.4b		
	Understand that although a colony of England, Virginia developed a unique culture different from that of England.	VS.4b		
	Describe how cultural landscapes reflect beliefs, customs, and architecture of people using the following information as a guide: Whenever people settle an area, they change the landscape to reflect the beliefs, customs, and architecture of their culture. Examples of cultural landscapes include <ul style="list-style-type: none"> <li>• Barns</li> <li>• Homes</li> <li>• Places of worship (e.g., churches)</li> </ul>	VS.4b		
	Know the following place names that reflect culture: <ul style="list-style-type: none"> <li>• English—Richmond</li> <li>• American Indian (First American)—Roanoke</li> </ul>	VS.4b		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonization and Conflict: 1607 through the American Revolution (continued)	Describe where various cultural groups settled using the following information as a guide: <ul style="list-style-type: none"> <li>English settled primarily in Tidewater and Piedmont regions.</li> <li>Germans and Scotch-Irish settled primarily in the Shenandoah Valley, which was along the migration route.</li> <li>Africans settled primarily in the Tidewater and Piedmont regions, where agriculture required a great deal of labor.</li> <li>American Indians (First Americans) were primarily in the Tidewater and Piedmont regions and the Appalachian Plateau, where their traditional homelands were located.</li> </ul>	VS.4b		
	Describe how migration and living in new areas caused people to adapt old customs to their new environment.	VS.4b		
	Understand that the culture of Virginia reflected American Indian (First American), African, and European origins.	VS.4b		
	Determine cause and effect relationships.	VS.1b		
	Compare and contrast historical events.	VS.1c		
	Draw conclusions and make generalizations.	VS.1d		
	Interpret ideas and events from different historical perspectives.	VS.1g		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonization and Conflict: 1607 through the American Revolution (continued)	Analyze and interpret maps to explain relationships among landforms, water features, and historical events.	VS.1i		
	Explain how geographical factors often influence the location of a capital.	VS.4c		
	Describe the factors that influenced the move from Jamestown to Williamsburg <ul style="list-style-type: none"> <li>• Drinking water was contaminated by seepage of salt water.</li> <li>• Dirty living conditions caused diseases.</li> <li>• Williamsburg was situated at a higher elevation than Jamestown.</li> <li>• Fire destroyed wooden buildings at Jamestown.</li> </ul>	VS.4c		
	Describe the factors that influenced the move from Williamsburg to Richmond <ul style="list-style-type: none"> <li>• Population was moving westward.</li> <li>• Richmond was a more central location.</li> <li>• Richmond's location was better for trade.</li> <li>• Moving to Richmond increased the distance from attack by the English.</li> </ul>	VS.4c		
	Determine cause and effect relationship.	VS1b		
	Compare and contrast historical events.	VS1c		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonization and Conflict: 1607 through the American Revolution (continued)	Make connections between past and present.	VS.1e		
	Sequence events in Virginia history.	VS.1f		
	Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.	VS.1i		
	Describe how money was not commonly used in early agricultural societies.	VS.4d		
	Know the following terms: <ul style="list-style-type: none"> <li>• Money: A medium of exchange (currency, which includes coins and paper bills)</li> <li>• Barter: Trading/exchanging of goods and services without the use of money</li> <li>• Credit: Buying a good or service now and paying for it later</li> <li>• Debt: A good or service owed to another</li> <li>• Saving: Money put away to save or to spend at a later time</li> </ul>	VS.4d		
	Understand that few people had paper money and coins to use to buy goods and services.	VS.4d		
	Know that barter was commonly used instead of money.	VS.4d		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonization and Conflict: 1607 through the American Revolution (continued)	Recognize that tobacco was used as money. A tobacco farmer could use his tobacco to pay for goods and services.	VS.4d		
	Understand that farmers and other consumers could also buy goods and services on credit and pay their debts when their crops were harvested and sold.	VS.4d		
	Know that colonial Virginia had no banks.	VS.4d		
	Determine cause and effect relationships.	VS.1b		
	Compare and contrast historical events.	VS.1c		
	Draw conclusions and make generalizations.	VS.1d		
	Make connections between past and present.	VS.1e		
	Sequence events in Virginia history.	VS.1f		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonization and Conflict: 1607 through the American Revolution (continued)	Understand that conflicts developed between the colonies and England over how the colonies should be governed.	VS.5a		
	Understand that the Declaration of Independence gave reasons for independence and ideas for self-government.	VS.5a		
	Identify, using the following information as a guide, the reasons why colonists and the English Parliament disagreed over how the colonies should be governed: <ul style="list-style-type: none"> <li>Parliament believed it had legal authority in the colonies, while the colonists believed their local assemblies had legal authority.</li> <li>Parliament believed it had the right to tax the colonies, while the colonists believed they should not be taxed since they had no representation in Parliament.</li> </ul>	VS.5a		
	Understand that the Declaration of Independence, written by Thomas Jefferson, states that authority to govern belongs to the people rather than to kings and that all people are created equal and have rights to life, liberty, and the pursuit of happiness.	VS.5a		
	Identify and interpret artifacts and primary and secondary source document to understand events in history.	VS.1a		
	Determine cause and effect relationships.	VS.1b		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonization and Conflict: 1607 through the American Revolution (continued)	Compare and contrast historical events.	VS.1c		
	Draw conclusions and make generalizations.	VS.1d		
	Sequence events in Virginia history.	VS.1f		
	Interpret ideas and events from different historical perspectives.	VS.1g		
	Understand that Virginians made significant contributions during the Revolutionary War era.	VS.5b		
	Identify the varied roles of Virginians in the Revolutionary War era <ul style="list-style-type: none"> <li>• Virginia patriots served in the Continental Army and fought against the English, leading to the English surrender at Yorktown.</li> <li>• Some Virginians were neutral and did not take sides.</li> <li>• Other Virginians remained loyal to England.</li> <li>• African Americans from Virginia were divided about the war. Some slaves fought for the English because they were promised freedom.</li> <li>• James Armistead Lafayette, a slave from Virginia, served in the Continental Army and was given his freedom after the war.</li> <li>• During the war, women took on more responsibility.</li> </ul>	VS.5b		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonization and Conflict: 1607 through the American Revolution (continued)	Describe the contributions of Virginians during the Revolutionary War era using the following information as a guide: <ul style="list-style-type: none"> <li>George Washington provided military leadership by serving as commander-in-chief of the Continental Army.</li> <li>Thomas Jefferson provided political leadership by expressing the reasons for colonial independence from England in the Declaration of Independence.</li> <li>Patrick Henry inspired patriots from other colonies when he spoke out against taxation without representation by saying, "...give me liberty or give me death."</li> </ul>	VS.5b		
	Identify and interpret artifacts and primary and secondary source documents to understand events in history.	VS.1a		
	Interpret ideas and events from different historical perspectives.	VS.1g		
	Identify that the last major battle of the Revolutionary War was fought at Yorktown, Virginia.	VS.5c		
	Understand that the American victory at Yorktown resulted in the surrender of the English army, bringing an end to the war.	VS.5c		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

<b>Organizing Topic</b>	<b>Essential Understandings, Knowledge, and Skills</b>	<b>Related SOL</b>	<b>Sample Classroom Assessment Methods</b>	<b>Sample Resources</b>
Colonization and Conflict: 1607 through the American Revolution (continued)	Determine cause and effect relationships.	VS.1b		
	Draw conclusions and make generalizations.	VS.1d		
	Sequence events in Virginia history.	VS.1f		
	Analyze and interpret maps to explain relationships between water features and historical events.	VS.1i		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Political Growth and Westward Expansion: 1781 to the Mid 1800s	Know that the actions and ideas of Virginians formed the basis for the new constitutional government of the United States.	VS.6a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Portfolio assessments</li> <li>• Project assessments</li> <li>• Student reports</li> <li>• Teacher observations</li> <li>• Tests and quizzes</li> <li>• Writing assignments</li> </ul>	<i>See page 43 for reference information.</i> <ul style="list-style-type: none"> <li>• American Memory from the Library of Congress</li> <li>• Ben’s Guide to U.S. Government for Kids</li> <li>• Center for Civic Education</li> <li>• A Commonwealth of Knowledge</li> <li>• History and Social Science Pavilion</li> <li>• K-5 History and Social Sciences</li> <li>• National Council for the Social Studies</li> <li>• National Council on Economic Education</li> <li>• National Geographic</li> </ul>
	Explain why George Washington, a Virginian, was elected as the first President of the United States of America. He provided the strong leadership needed to help the young country and provided a model of leadership for future presidents. Thus, he is often called the “Father of Our Country.”	VS.6a		
	Explain why James Madison believed in the importance of having a United States constitution. He kept detailed notes during the Constitutional Convention. His skills at compromise helped the delegates reach agreement during the difficult process of writing the Constitution of the United States of America. This earned him the title “Father of the Constitution.”	VS.6a		
	Identify and interpret artifacts and primary and secondary source documents to understand events in history.	VS.1a		
	Compare and contrast historical events.	VS.1c		
	Draw conclusions and make generalizations.	VS.1d		
	Interpret ideas and events from different historical perspectives.	VS.1g		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Political Growth and Westward Expansion: 1781 to the Mid 1800s (continued)	Understand that the ideas expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom served as models for the Bill of Rights of the Constitution of the United States of America.	VS.6b		Sample Resources (continued) <ul style="list-style-type: none"> <li>• Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning</li> <li>• Virginia's Community of Learning</li> <li>• Virginia Council on Economic Education</li> <li>• Virginia Geographic Alliance</li> <li>• Virginia Historical Society</li> <li>• Virginia Pathways</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> </ul>
	Identify that the Virginia Declaration of Rights, written by George Mason, states that all Virginians should have certain rights, including freedom of religion and freedom of the press. The document became the basis for the Bill of Rights of the Constitution of the United States of America.	VS.6b		
	Identify that the Virginia Statute for Religious Freedom, written by Thomas Jefferson, states that all people should be free to worship as they please. This document was the basis for the First Amendment to the Constitution of the United States of America, the amendment that protects religious freedom.	VS.6b		
	Identify primary and secondary source documents to understand events in history.	VS.1a		
	Make connections between past and present.	VS.1e		
	Interpret ideas and events from different historical perspectives.	VS.1g		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Political Growth and Westward Expansion: 1781 to the Mid 1800s (continued)	Understand that geography influenced the movement of people and ideas as Virginians moved to and beyond the Virginia frontier.	VS.6c		
	Explain that after the American Revolution, Virginia's agricultural base began to change, and as a result large numbers of Virginians moved west and to the deep South to find better farmland and new opportunities.	VS.6c		
	Understand the following geographic influences: <ul style="list-style-type: none"> <li>Tobacco farming was hard on the soil, causing many farmers to look west and south for new land to farm.</li> <li>Virginians migrated into western territories looking for large areas of land and new opportunities.</li> <li>As Virginians moved, they took their traditions, ideas, and cultures with them.</li> <li>Settlers crossed the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west.</li> </ul>	VS.6c		
	Determine cause and effect relationships.	VS.1b		
	Compare and contrast historical events.	VS.1c		
	Draw conclusions and make generalizations.	VS.1d		
	Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.	VS.1i		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War and Post-War Eras	Know that because of economic differences between the North and South, they were unable to resolve their conflicts and the South seceded from the United States.	VS.7a	<ul style="list-style-type: none"> <li>Group discussions</li> <li>Portfolio assessments</li> <li>Project assessments</li> <li>Student reports</li> <li>Teacher observations</li> <li>Tests and quizzes</li> <li>Writing assignments</li> </ul>	<i>See page 43 for reference information.</i> <ul style="list-style-type: none"> <li>American Memory from the Library of Congress</li> <li>Ben's Guide to U.S. Government for Kids</li> <li>Center for Civic Education</li> <li>A Commonwealth of Knowledge</li> <li>History and Social Science Pavilion</li> <li>K-5 History and Social Science</li> <li>National Council for the Social Studies</li> <li>National Council on Economic Education</li> <li>National Geographic</li> </ul>
	Understand that Virginians were divided about secession from the Union, which led to the creation of West Virginia.	VS.7a		
	Identify the following differences between northern and southern states <ul style="list-style-type: none"> <li>The economy in the northern part of the United States was industrialized, while in the southern part it was agricultural and relied on slave labor.</li> <li>Northern states wanted the new states created out of the western territory to be "free states," while the southern states wanted the new states to be "slave states."</li> </ul>	VS.7a		
	Identify the following events leading to secession and war: <ul style="list-style-type: none"> <li>Nat Turner led a revolt against plantation owners in Virginia.</li> <li>Abolitionists campaigned to end slavery.</li> <li>Harriet Tubman supported a secret route that escaped slaves took; it became known as the "Underground Railroad."</li> <li>John Brown led a raid on the United States Armory (Arsenal) at Harpers Ferry, Virginia. He was trying to start a slave rebellion. He was captured and hanged.</li> </ul>	VS.7a		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War and Post-War Eras (continued)	Events leading to secession and war (continued) <ul style="list-style-type: none"> <li>After Abraham Lincoln became President of the United States in 1860, some southern states seceded from the Union. Later, other southern states, including Virginia, seceded to form the “Confederate States of America.”</li> </ul>			Sample Resources (continued) <ul style="list-style-type: none"> <li>Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning</li> <li>Virginia’s Community of Learning</li> <li>Virginia Council on Economic Education</li> <li>Virginia Geographic Alliance</li> <li>Virginia Historical Society</li> <li>Virginia Pathways</li> <li>1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>2001 History and Social Science Curriculum Framework</li> </ul>
	Understand the creation of West Virginia using the following information as a guide: <ul style="list-style-type: none"> <li>Conflict grew between the eastern counties of Virginia that relied on slavery and western counties that favored abolition of slavery.</li> <li>The disagreement between the two regions of the state led to the formation of West Virginia.</li> </ul>	VS.7a		
	Identify and interpret artifacts and primary and secondary source documents to understand events in history.	VS.1a		
	Determine cause and effect relationships.	VS.1b		
	Compare and contrast historical events.	VS.1c		
	Draw conclusions and make generalizations.	VS.1d		
	Make connections between past and present.	VS.1e		
	Sequence events in Virginia history.	VS.1f		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War and Post-War Eras (continued)	Interpret ideas and events from different historical perspectives.	VS.1g		
	Analyze and interpret maps to explain historical events.	VS.1i		
	Describe how Virginia played a significant role in the Civil War and became a major battleground between Union and Confederate troops.	VS.7b		
	Describe how Virginians played a significant role in the Civil War.	VS.7b		
	Identify the following major Civil War battles fought in Virginia: <ul style="list-style-type: none"> <li>The first Battle of Bull Run (or Manassas) was the first major clash of the Civil War. Confederate General Thomas “Stonewall” Jackson played a major role in this battle.</li> <li>General Robert E. Lee, Commander of the Army of Northern Virginia, defeated Union troops at Fredericksburg, Virginia.</li> <li>Richmond was the capital of the Confederacy. It fell to General Ulysses S. Grant and was burned near the end of the war.</li> <li>Lincoln used the Union navy to blockade southern ports. An important sea battle between the Monitor (Union) and the Merrimack (Confederate), two iron-clad ships, took place in Virginia waters near Norfolk and Hampton. The battle was fought to a draw.</li> </ul>	VS.7b		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War and Post-War Eras (continued)	Major Civil War battles (continued) <ul style="list-style-type: none"> <li>The Civil War ended at Appomattox Court House, Virginia, where Confederate General Robert E. Lee surrendered his army to Union General Ulysses S. Grant in April, 1865.</li> </ul>	VS.7b		
	Determine cause and effect relationships.	VS.1b		
	Draw conclusions and make generalizations.	VS.1d		
	Sequence events in Virginia history.	VS.1f		
	Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.	VS.1i		
	Understand that Virginians faced serious problems in rebuilding the state after the war.	VS.8a		
	Know the following term: Reconstruction: The period following the Civil War in which Congress passed laws designed to rebuild the country and bring the southern states back into the Union.	VS.8a		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War and Post-War Eras (continued)	Identify the following problems faced by Virginians during Reconstruction <ul style="list-style-type: none"> <li>Millions of freed slaves needed housing, clothing, food, and jobs.</li> <li>Virginia's economy was in ruins:               <ul style="list-style-type: none"> <li>Money had no value.</li> <li>Banks were closed.</li> <li>Railroads, bridges, plantations, and crops were destroyed.</li> </ul> </li> </ul>	VS.8a		
	Identify the following measures taken to resolve problems <ul style="list-style-type: none"> <li>The Freedmen's Bureau was a government agency that provided food, schools, and medical care for freed slaves and others in Virginia and the rest of the South.</li> <li>Sharecropping was a system common in Virginia after the war in which freedmen and poor white farmers rented land from a landowner by promising to pay the owner with a share of the crop.</li> </ul>	VS.8a		
	Determine cause and effect relationships.	VS.1b		
	Draw conclusions and make generalizations.	VS.1d		
	Make connections between past and present.	VS.1e		
	Sequence events in Virginia history.	VS.1f		
	Interpret ideas and events from different historical perspectives.	VS.1g		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War and Post-War Eras (continued)	Understand the freedoms and rights promised to African Americans were slowly taken away after Reconstruction, and it would take years to win them back.	VS.8b		
	Know the following terms: <ul style="list-style-type: none"> <li>• Segregation: The separation of people, usually based on race or religion</li> <li>• Discrimination: An unfair difference in the treatment of people</li> </ul>	VS.8b		
	Recognize that during Reconstruction, African Americans began to have power in Virginia’s government, and men of all races could vote.	VS.8b		
	Recognize that after Reconstruction, these gains were lost when “Jim Crow” Laws were passed by southern states. “Jim Crow” Laws established segregation or separation of the races and reinforced prejudices held by whites.	VS.8b		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War and Post-War Eras (continued)	Identify how “Jim Crow” laws had an effect on African American life. <ul style="list-style-type: none"> <li>Unfair poll taxes and voting tests were established to keep African Americans from voting.</li> <li>African Americans found it very difficult to vote or hold public office.</li> <li>African Americans were forced to use separate drinking fountains.</li> <li>African American and white children attended separate schools.</li> </ul>	VS.8b		
	Determine cause and effect relationships.	VS.1b		
	Draw conclusions and make generalizations.	VS.1d		
	Make connections between past and present.	VS.1e		
	Sequence events in Virginia history.	VS.1f		
	Interpret ideas and events from different historical perspectives.	VS1g		
	Understand that after the Civil War, industry and technology, transportation, and cities began to grow and contribute to Virginia’s economy.	VS.8c		
	Describe how Virginia began to grow in many areas after the Civil War and Reconstruction. <ul style="list-style-type: none"> <li>Virginia’s cities grew with people, businesses, and factories.</li> </ul>	VS.8c		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War and Post-War Eras (continued)	<p>Growth of Virginia (continued)</p> <ul style="list-style-type: none"> <li>Railroads were a key to the expansion of business, agriculture, and industry. They facilitated the growth of small towns to cities. Railroad centers stimulated the growth of factories where clothing, furniture, and other useful items were made. Roanoke became a railroad center. Richmond, Norfolk, and Newport News were bustling with activity as the railroad brought new jobs and people to the areas. Petersburg, Alexandria, and Lynchburg also grew rapidly.</li> <li>Other parts of Virginia grew as other industries developed. Coal deposits, discovered in Tazewell County after the Civil War and then in nearby counties, became a source of livelihood for residents of southwest Virginia.</li> <li>The need for more and better roads increased.</li> <li>Tobacco farming and tobacco products became important Virginia industries.</li> </ul>			
	Draw conclusions and make generalizations.	VS.1d		
	Make connections between past and present.	VS.1e		
	Sequence events in Virginia history.	VS.1f		
	Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.	VS.1i		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Virginia: 1900 to the Present	Describe how during the twentieth century, Virginia changed from a rural, agricultural society to a more urban, industrial society.	VS.9a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Portfolio assessments</li> <li>• Project assessments</li> <li>• Student reports</li> <li>• Teacher observations</li> <li>• Tests and quizzes</li> <li>• Writing assignments</li> </ul>	<p><i>See page 43 for reference information.</i></p> <ul style="list-style-type: none"> <li>• American Memory from the Library of Congress</li> <li>• Ben's Guide to U.S. Government for Kids</li> <li>• Center for Civic Education</li> <li>• A Commonwealth of Knowledge</li> <li>• History and Social Science Pavilion</li> <li>• K-5History and Social Sciences</li> <li>• National Council for the Social Studies</li> <li>• National Council on Economic Education</li> <li>• National Geographic</li> </ul>
	Understand that after Reconstruction, Virginia's cities began to grow.	VS.9a		
	Describe the decline of agricultural society <ul style="list-style-type: none"> <li>• Old systems of farming were no longer effective.</li> <li>• Crop prices were low.</li> </ul>	VS.9a		
	Describe the growth of Virginia's cities: <ul style="list-style-type: none"> <li>• People moved from rural to urban areas for economic opportunities.</li> <li>• Technological developments in transportation, roads, railroads, and streetcars helped cities grow.</li> </ul>	VS.9a		
	Describe how people have moved to Virginia from many other states and nations for jobs, freedom, and the enjoyment of Virginia's beauty and quality of life. Since the end of World War II, Northern Virginia has experienced growth due to increases in the number of federal jobs located in the region. Both Northern Virginia and the Tidewater region have grown due to computer technology.	VS.9a		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Virginia: 1900 to the Present (continued)	Determine cause and effect relationships.	VS.1b		Sample Resources (continued) <ul style="list-style-type: none"> <li>Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning</li> <li>Virginia's Community of Learning</li> <li>Virginia Council on Economic Education</li> <li>Virginia Geographic Alliance</li> <li>Virginia Historical Society</li> <li>Virginia Pathways</li> <li>1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>2001 History and Social Science Curriculum Framework</li> </ul>
	Draw conclusions and make generalizations.	VS.1d		
	Make connections between past and present.	VS.1e		
	Interpret ideas and events from different historical perspectives.	VS.1g		
	Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.	VS.1i		
	Identify how after World War II, African Americans demanded equal treatment and the recognition of their rights as American citizens.	VS.9b		
	Know that as a result of the Civil Rights Movement, laws were passed that made racial discrimination illegal.	VS.9b		
	Know the terms: <ul style="list-style-type: none"> <li>Desegregation: Abolishment of racial segregation</li> <li>Integration: Full equality of all races in the use of public facilities</li> </ul>	VS.9b		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Virginia: 1900 to the Present (continued)	Identify the following events of desegregation and Massive Resistance in Virginia: <ul style="list-style-type: none"> <li>The U.S. Supreme Court ruled in 1954 (<i>Brown v. Board of Education</i>) that “separate but equal” public schools were unconstitutional.</li> <li>All public schools, including those in Virginia, were ordered to integrate.</li> <li>Virginia’s government established a policy of Massive Resistance, which fought to “resist” the integration of public schools.</li> <li>Some schools were closed to avoid integration.</li> <li>The policy of Massive Resistance failed, and Virginia’s public schools were integrated.</li> <li>Harry F. Byrd, Sr., led a Massive Resistance Movement against the integration of public schools.</li> </ul>	VS.9b		
	Determine cause and effect relationship.	VS.1b		
	Compare and contrast historical events.	VS.1c		
	Draw conclusions and make generalizations.	VS.1d		
	Make connections between past and present.	VS.1e		
	Sequence events in Virginia history.	VS.1f		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Virginia: 1900 to the Present (continued)	Interpret ideas and events from different historical perspectives.	VS.1g		
	Know that many individuals made social, political, and economic contributions to Virginia life in the twentieth century.	VS.9c		
	Know that Maggie L. Walker was the first African American woman to become a bank president in the United States. She was also the first woman to become a bank president.	VS.9c		
	Identify that Harry F. Byrd, Sr., as governor, was known for a “Pay As You Go” policy for road improvements, and he modernized Virginia state government.	VS.9c		
	Identify that Arthur R. Ashe, Jr., was the first African American winner of a major men’s tennis singles championship. He was also an author and eloquent spokesperson for social change.	VS.9c		
	Identify that L. Douglas Wilder, former governor of Virginia, was the first African American to be elected a state governor in the United States.	VS.9c		
	Identify and interpret primary and secondary source documents to understand events in history.	VS.1a		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Virginia: 1900 to the Present (continued)	Make connections between past and present.	VS.1e		
	Understand that Virginia state government is made up of three parts (branches) that ensure Virginia laws agree with the state constitution.	VS.10a		
	<p>Identify that the government of Virginia is divided into three branches.</p> <ul style="list-style-type: none"> <li>The General Assembly is the legislative branch of the Virginia government that makes state laws. It is divided into two parts—the Senate and the House of Delegates.</li> <li>The governor heads the executive branch of the state government. The executive branch makes sure that state laws are carried out.</li> <li>The judicial branch is the state’s court system. The judicial branch decides cases about people accused of breaking the law and whether or not a law agrees with Virginia’s constitution.</li> </ul>	VS.10a		
	Draw conclusions and make generalizations.	VS.1d		
	Know that the state of Virginia can be divided into five geographic regions.	VS.10b		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Virginia: 1900 to the Present (continued)	<p>Describe the different products and industries that characterize each region.</p> <ul style="list-style-type: none"> <li>• Coastal Plain (Tidewater) <ul style="list-style-type: none"> <li>– <i>Products</i>: Seafood</li> <li>– <i>Industries</i>: Shipbuilding, tourism, federal military installations</li> </ul> </li> <li>• Piedmont <ul style="list-style-type: none"> <li>– <i>Products</i>: Tobacco products, information technology</li> <li>– <i>Industries</i>: Technology, federal and state government, farming, textiles</li> </ul> </li> <li>• Blue Ridge Mountains <ul style="list-style-type: none"> <li>– <i>Products</i>: Apples</li> <li>– <i>Industries</i>: Recreation</li> </ul> </li> <li>• Valley and Ridge <ul style="list-style-type: none"> <li>– <i>Products</i>: Poultry, apples</li> <li>– <i>Industries</i>: Farming</li> </ul> </li> <li>• Appalachian Plateau <ul style="list-style-type: none"> <li>– <i>Products</i>: Coal</li> <li>– <i>Industries</i>: Coal mining</li> </ul> </li> </ul>	VS.10b		
	Draw conclusions and make generalizations.	VS.1d		

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## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Virginia: 1900 to the Present (continued)	Make connections between past and present.	VS.1e		
	Analyze and interpret maps.	VS.1i		
	Understand that advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia.	VS.10c		
	Know that industries in Virginia produce goods and services used throughout the United States.	VS.10c		
	Explain that Virginia's transportation system (highways, railroads, and air transportation) moves raw materials to factories and finished products to markets. Virginia exports agricultural and manufactured products, including tobacco, poultry, coal, and large ships.	VS.10c		
	Explain that Virginia has a large number of communications and other technology industries.	VS.10c		
	Explain that tourism is a major part of Virginia's economy.	VS.10c		
	Explain that because many federal workers live and/or work in Virginia, the federal government has a significant impact on Virginia's economy.	VS.10c		
	Draw conclusions and make generalizations.	VS.1d		
	Make connections between past and present.	VS.1e		

### Resources

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

## Virginia Studies History and Social Science Standards of Learning Sample Scope and Sequence

American Memory from the Library of Congress - <http://memory.loc.gov>

Ben's Guide to U.S. Government for Kids – <http://bensguide.gpo.gov>

Center for Civic Education – <http://www.civiced.org>

A Commonwealth of Knowledge: Virginia's Site for Educators – <http://www.Knowledge.State.va.us/welcome.htm>

History and Social Science Pavilion – <http://www.pen.k12.va.us/Pav/SocStudies/SocStudies.html>

K-5 History and Social Sciences – [http://www.pen.k12.va.us/VDOE/Instruction/Elem\\_M/K-5HSS.html](http://www.pen.k12.va.us/VDOE/Instruction/Elem_M/K-5HSS.html)

National Council of the Social Studies – <http://www.socialstudies.org>

National Council of Economic Education – <http://www.economicsamerica.org>

National Geographic – <http://nationalgeographic.com/> (This site provides information and copies of maps.)

Project STARS: K-5 Literature Correlation of the Virginia Standards of Learning–

<http://www.pen.k12.va.us/VDOE/Instruction/starsbooklist.pdf>

Virginia's Community of Learning – <http://www.virginialearning.org>

Virginia Council of Economic Education – <http://www.vcu.edu/busweb/vcee>

Virginia Geographic Alliance – <http://www.runet.edu/~geog-web/alliance/vga.html>

Virginia Historical Society – <http://www.vahistorical.org>

Virginia Pathways – <http://www.vastudies.org>

1995 Standards of Learning Assessment Blueprint – <http://www.pen.k12.va.us/VDOE/Assessment/soltests/home.html>

2001 History and Social Science Curriculum – [http://www.pen.k12.va.us/VDOE/Instruction/History/hist\\_ss\\_framework.html](http://www.pen.k12.va.us/VDOE/Instruction/History/hist_ss_framework.html)

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)